DOCUMENT RESUME

ED 178 485 SP 014 707

AUTHOR Casper, Paul
TITLE Leadership Training for High School Students.
PUB DATE Feb 79
NOTE 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Asscciation (Houston, Texas, February 1-2, 1979)

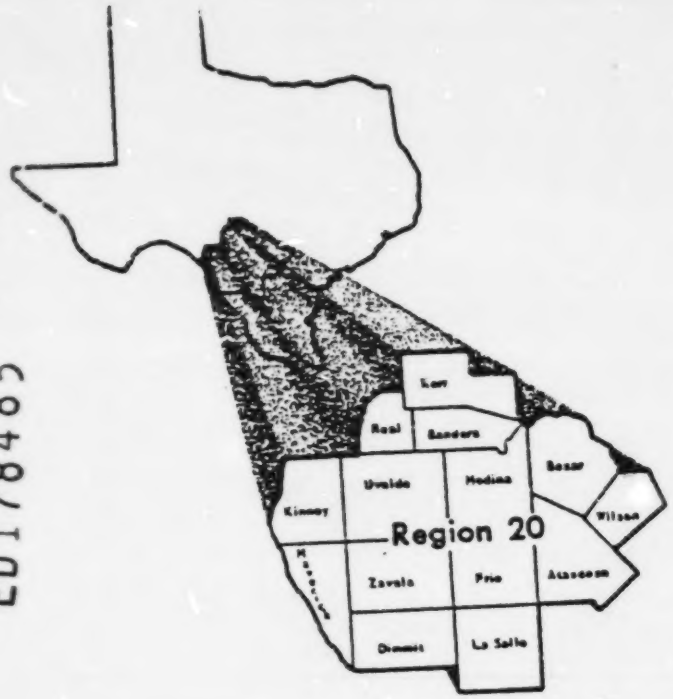
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Communication Skills; *Course Ccntent; *Curriculum Design; *Curriculum Development; Educational Objectives; *High School Students; Human Relations; *Leadership Training; Personal Growth; Secondary Education; Student Attitudes; Student Characteristics

ABSTRACT

A proposal is offered that a course in leadership training be established in the secondary school curriculum. A paradigm is presented for curriculum decision making based on the questions cf what shall be taught and how, what are the characteristics of a leader, and what are the attitudes and needs of followers. The proposed course is divided into three quarters. The first quarter is a study of human relations and is considered a practical course in social psychology. Following this, concentration in placed on communication skills both verbal and written. The final quarter is a "Leadership Laboratory" and is designed to exercise leadership techniques in small job management situations. The scope and suggested content of the three blccks of instruction are appended. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED178485



Education Service Center, Region 20
Dwain M. Estes, Executive Director
Evaluation Services
Alan L. Roecks, Coordinator
1550 N. E. Loop 410
San Antonio, Texas 78209
Phone: 512-828-3551

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Paul N. Casper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

LEADERSHIP TRAINING FOR HIGH SCHOOL STUDENTS

Paul Casper

Paper presented at the annual meeting of the
Southwest Educational Research Association

Houston, Texas

February 1, 2

SP014707

LEADERSHIP TRAINING FOR HIGH SCHOOL STUDENTS

PAUL CASPER

EVALUATION SERVICES
EDUCATION SERVICE CENTER, REGION 20

1550 NE Loop 410
San Antonio, Texas 78209

SECONDARY CURRICULUM

Leadership Training for High School Students

Paul Casper

Purpose

This paper is a proposal that a course in leadership training be established as a course in the secondary school curriculum.

Significance

Success in our lives depends on the ability to make appropriate choices, yet in most schools, students make few decisions of any importance and receive little training in decision making. The basic subjects are taught and needed, but what is lacking is the opportunity to understand their application in the real world. The students need help in making sense from information, developing values, applying procedures, and a chance to learn from their mistakes. This was aptly illustrated by Maurice Gibbons (1974) in his comparison of the American youth's transition to adulthood with that of an Australian aborigine youth on his "walkabout." The most provocative part was the contrast between the aborigine's walkabout experience and the test of an adolescent's readiness for adulthood in our society.

Gibbon's comments were inspired by an Australian film shown on television several years ago. The film was about a young aborigine on his walkabout, a six months-long survival test during which he was alone in the wilderness, later to return to his tribe an adult, or die in the attempt. This story was dramatized by his finding two lost children abandoned in the dessert-like wilderness of the "outback" country. He cared for the city children until they were returned to their home. The manner in which he moved through the forbidding wilderness and survived, not only with skill but with grace and pride as well, was the point of comparison. His education had equipped him to exist in the outback as though it were a part of his village. The young native faced a severe but extremely appropriate trial, one in which he had to demonstrate the knowledge and skills necessary to become a productive member of his tribe.

In American education, our youth are exposed to a variety of specialized subjects, few of which are applicable in the form or context in which they are learned. The objective for the American youth is to retain enough of the content to pass periodic written tests. They are not required to apply what they know in strange but real situations. They are in an artificial environment to the end, although an attempt to adopt the "Walkabout" concept in American schools was made in 1974-75 through Project East (Roecks, 1977).

The proposed leadership course is intended to use applicable portions of various disciplines integrated into a practical and applied form. The student should immediately recognize the functional value of leadership training and apply this knowledge and skill during his walkabout as well as in later activities. The proposed course is not designed specifically for the elite student or the existing student leaders of a school. The course is based on the premise that all students will benefit, and to exclude any level or category of students would be a serious mistake.

Background

Can leadership be learned? Prior to 1930 it was widely believed that a limited number of people were uniquely endowed with abilities and traits which make it possible for them to become leaders. Today, most people can accept that success as a leader and manager is a learned or developed process. The military's overall success in training leaders in time of war is exemplified by the so called "ninety-day wonder." Research in leadership since the 1930's also has taken new directions. Douglas McGregor in his book "The Human Side of Enterprise," (1960), made these generalizations based upon a number of research findings.

1. It is unlikely that there is a single basic pattern of abilities and personality traits characteristic of all leaders.
2. The characteristics alleged to be essential to the leader do not differentiate the successful leader from unsuccessful ones.
3. Skills and attitudes necessary for leaders can be acquired or modified extensively through training.
4. Leadership should be regarded as a relationship between the leader and the situation rather than as a universal pattern of characteristics possessed by certain people.
5. Evidence fails to show that high academic achievement represents a necessary characteristic for industrial leadership.

Pursuing this latter point, McGregor states there may be a positive correlation between successful leadership and academic grades, but it is not large enough to provide a basis for a recruitment policy. In fact, several of the recent Presidents of the United States would have been passed over at graduation by any management recruiter who relied on this correlation.

The point intended thus far is that research has established success patterns in leadership training for all types of individuals though their traits and inherent abilities differ widely.

The next point deals more directly to the thrust of the proposed leadership course. Leadership is a relationship involving four major variables:

(1) The characteristics of the leader.

(2) The attitude and needs of the followers.

(3) The social, economic, and political environment.

(4) The organization's purpose, structure, and tasks to be performed.

The high school course will be primarily concerned with the characteristics of the leader. The theme that is suggested is to assist the students to develop according to their own individual characteristics and personality.

Procedure

Adding a new subject to the curriculum is not easy. Schools already have courses of doubtful value. Courses considered for adoption should be thoroughly analyzed and perhaps tested prior to a decision and this leadership course is no exception. Some school districts have a standard procedure for the adoption process which usually includes a committee or group study of the proposal. The procedure for developing this curriculum change will use as a model and guide, the Paradigm for Curriculum Decision Making (PCDM) developed by Dr. T. J. Cleaver, University of Texas at San Antonio. The PCDM is shown in three parts at Annexes A, B, and C. It is a formalized process for ensuring that all aspects of the proposal are considered. If the reader is not concerned with this step-by-step analysis, it is suggested that this part of the proposal may be omitted without losing the purpose and intent of the course. The PCDM is divided into three phases to provide answers to the three major questions:

Phase I What should be learned?

Phase II How shall it be taught?

Phase III Has learning been achieved?

All steps of the PCDM will be addressed to assure that consideration will be given to each factor which may affect the final product. This proposal is a comparatively limited one and, therefore, some of the steps in the paradigm will have less importance and influence than others.

Phase I

The ultimate decision that is to be made at the end of Phase I is the determination and statement of the terminal performance objectives for the leadership training. This will be based upon the study of appropriate factors, and upon decisions made following the steps of the paradigm. The factors considered will be keyed to the numerical disignation of the Phase I portion of the paradigm attached as Annex A.

(1.1) Identify and describe learners. Here must be decided, from what grade levels should students be accepted into this training? How would they be selected if the course is over-subscribed? What are the needs of these students? What are their interests? All students would benefit from the course and it would be dangerous to slant it toward the elite or better students. It probably offers more follow-up practical application to the 12th grader than a student just beginning high school. The course should be offered to 11th and 12th grade students. Interests and needs come closer together than ever before at this point. Their needs can be placed into two categories, immediate and future. Most will experience opportunities to lead, and those who do so with some degree of success will more likely develop further.

(1.11) State appropriate learning principles. Consider here those principles of learning which might be most applicable to the learners identified for this course. What principles would be most suited when considered in light of the learner's background? Students participating in this course

will not require extensive external motivation to learn. Anxiety should be maintained at a low level. Other principles to consider include transfer of learning, concept learning, perceptual learning, and particularly, language, thinking, and problem solving.

(1.2) Analyze and describe cultural demands. This is more important to some school districts because of the varied cultural background of the learners. A study of contemporary life outside the school will suggest objectives for the course. For example, the type leadership positions in which the learners will find themselves must be known if the course is to be constructed to their needs.

(1.21) Prioritize goals of education. After considering the learner and looking at the environment in which he operates, it is now appropriate to analyze goals of education as they pertain to this leadership course. What goals will likely be achieved through the leadership course? Are the goals sufficiently worthwhile for expenditure of this additional effort? Prioritize the goals so that efforts can be directed accordingly.

(1.3) Identify and describe content sources. It is important that the structure of the knowledge to be gained be identified before the selection of sources is undertaken. This is an extremely important step in establishing a leadership course because such training will cut across disciplinary boundaries. Leadership training will include substantial material from psychology, sociology, group or social relationships, effective communications (oral and written), and management. The first task is to identify those elements most appropriate for the course and which can be integrated in a usable comprehensive pattern.

(1.31) Determine and select relevant content. This is a natural following step after content sources have been identified. This is a screening process to determine which of the source information has meaning for the learners. Will it fulfill a need? Is the material within the learner's knowledge of his physical realm of experience or can it be easily connected with it?

(1.4) State goals of curriculum planning effort. At this point the study group planning this leadership course needs to restate its purpose and look back at the decisions made thus far. After comparing task goals with what has been determined in considering the learner, cultural demands, goals, and content, the group should have a clearer concept of the feasibility and the possible extent of this project.

(1.5) Determine major curriculum components. This is a point near the end of Phase I where the decision is made concerning what major curriculum components shall be included. What are the major elements of the leadership course? Shall the first part of the course simply be, "The Fundamentals of Leadership," or should it be broken out into social psychology and personnel management? This decision is usually based upon topical components, but may be oriented toward the activity curriculum.

(1.0) State terminal performance objectives for instruction. This is the final decision of Phase I and will answer, "what should be learned?" The Terminal Performance Objectives should state what it is intended the student get from the course. The terminal objectives are formulated in terms of desired student accomplishments, and they should be clearly distinct from among learning experiences required to attain the terminal objectives. An example of a terminal objective for the leadership course might be: "Students completing the course will be able to identify issues requiring decisions, and through the use of problem solving techniques, develop practicable and usable solutions."

Phase II

The purpose of this phase is to establish the appropriate learning environment for the leadership course. It will serve as the blueprint answering the question, "how shall it be taught?" Again, decisions will be made following the steps of the paradigm. A diagram of Phase II is at Annex B.

(2.1) Describe scope and sequence for each component. This represents content guidelines. How much of each subject matter shall be included in each component? How deeply should it be pursued? Shall the sequence be based upon prerequisite learning, the simple to the complex, or from the whole to the part? Characteristics of the learners as well as the content must be considered to determine the most appropriate sequencing of both components and objectives internal to components.

(2.2) State learning objectives for each component. If the leadership course is sub-divided into three components such as (1) Fundamentals of Leadership, (2) Effective Communications, and (3) Leadership Laboratory, objectives should be stated for each component. They will, in effect, be sub-objectives for the terminal objectives and will define what learning must occur at each step of the sequence established.

(2.3) State criterion measures of proficiency. Determination is made at this point as to what will constitute competency for each activity or skill being taught. As the leadership course should be taught using maximum practical application, proficiency standards should be established on a demonstrated performance basis as much as possible.

(2.4) Determine resource options and constraints. What tools (materials, etc.) are available? What might they contribute? How should they be used? What school activities and situations might be used to provide settings for leadership training? What limitations does each have?

(2.5) Select preferred strategies for instruction. The success or failure of this leadership training will depend to a large degree upon the quality of decisions made with regard to selection of teachers, modes and methods of instruction. One strategy guideline for leadership training is that it should be taught on a distinctly practicable level. The everyday usefulness of the lessons should be immediately recognizable by the students. In designing strategies for this course it may become apparent that the selection of teachers with sufficiently broad backgrounds to bring subject matter together in relative perspective will be difficult.

(2.6) Organize learning resources. This is the step for coordinating earlier decisions regarding resources, media, format, methods, teachers, and facilities. The use of these learning resources must be planned in light of any constraints that may have been discovered as well as desired scope (breadth and depth), sequence (continuity), and integration. At what points will practical exercises be introduced? Where will the demonstrations be used? Who will be responsible?

(2.0) Establish appropriate learning environment. Finally, in Phase II the plan has been formulated which has the greatest potential for achieving the performance objectives established in Phase I. This plan is the blueprint for using all the tools, resources, equipment, facilities, skills, and methods identified for use in this course.

Phase III

A system must be developed for measuring the degree of success or failure of the proposed leadership course. Has the learning been achieved that was determined necessary in Phase I? If yes, the learning environment will continue to be monitored and evaluated. If no, the program must be revised or modified. A diagram of Phase III is at Annex C.

(3.1) Field test and evaluate criterion measures. Criterion measures were established in Phase II to determine the competency level for each learning objective selected. The method used for determining accomplishment is now evaluated. Does this test test what it is designed to test? Is the means used to establish criterion levels valid?

(3.2) Field test and evaluate the learning environment. It is also necessary to evaluate the learning environment to determine whether it provides for adequate learning. Are the methods used appropriate and effective with a sample of the population? Is there a better way?

(3.3A) Implement the learning environment. Following the field testing of both substance and methods, a determination is made whether they are effective or not. If yes, the plan is ready for full implementation.

(3.3B) Revise and adapt. If there is some indication of weakness or ineffectiveness, the plan should be revised before full implementation. An attempt is made to go back to the point of weakness to correct the fault. It may go to any previous decision made, at which point the process must begin as before.

(3.0) Monitor and evaluate learning environment. The fact that the plan is fully implemented does not end the evaluation of the leadership learning environment. It continues to be monitored with feedback advising on the effectiveness of the program and how it might be improved. Improvement to the program is a continuing process.

Results

The decisions made through the use of the Paradigm for Curriculum Decision Making will result in a final plan for the course of leadership training. The course will then meet the needs of the students in the environment which was considered in the paradigm. A sample type of course to fill a general need in high schools is outlined and attached at Annex D. The course is based upon a Texas high school year of three quarters and is organized into three separate quarterly modular units. This means the course could be set up as a one, two, or three quarter elective. To help understand this feature, some knowledge of course content is necessary.

The first quarter of 12 weeks is basically a study of human relations. It includes more than theory, as practical situations to illustrate the principles and techniques of leadership will be used. This phase might be thought of as a practical course in social psychology.

The second quarter is a concentration on communications, both oral and written. Again much practical work should be used, all focusing on the type communications needed between supervisors and subordinates or employees.

The third quarter block is "Leadership Laboratory" and is designed to exercise leadership techniques in small job management situations. It should be set up with typical work crews in mind.

Scope and suggested content of the three blocks of instruction are shown in Annex D.

Conclusion

Few people will argue with the statement that high school students can benefit from leadership training. The prime question is whether the students will benefit enough, or that enough will benefit, to warrant the adoption of the program. Proof of the benefits derived from such a course would have to come from a research study after implementation. If organized and presented properly, this leadership training could have a tremendous impact on the students' lives. Whether they choose to become leaders with added responsibility is for each of them to decide. At least they would have the fundamental know-how of leadership skills and be able to make this decision.

Bibliography/Reading List

Browne, S. & Cohen, T. The Study of Leadership (EDS), 1958.

Coleman, J. Psychology and Human Behavior, Macmillan, 1969.

Faculty of Hillsdale College For Those Who Must Lead, Hillsdale, Michigan, 1966.

Field Manual 22-100 Military Leadership, Dept. of the Army, 1973

Gibbons, M. Walkabout: searching for the right passage from childhood and school. Phi Delta Kappan. May 1974, pp. 596-602.

Hersey, P. & Blanchard, K. Management of Organizational Behavior, University of Chicago Press, 1972.

Jacobs, T. O. Leadership and Exchange in Formal Organizations, Human Resources Research Organization, 1970.

McGregor, D. The Human Side of Enterprise, 1960.

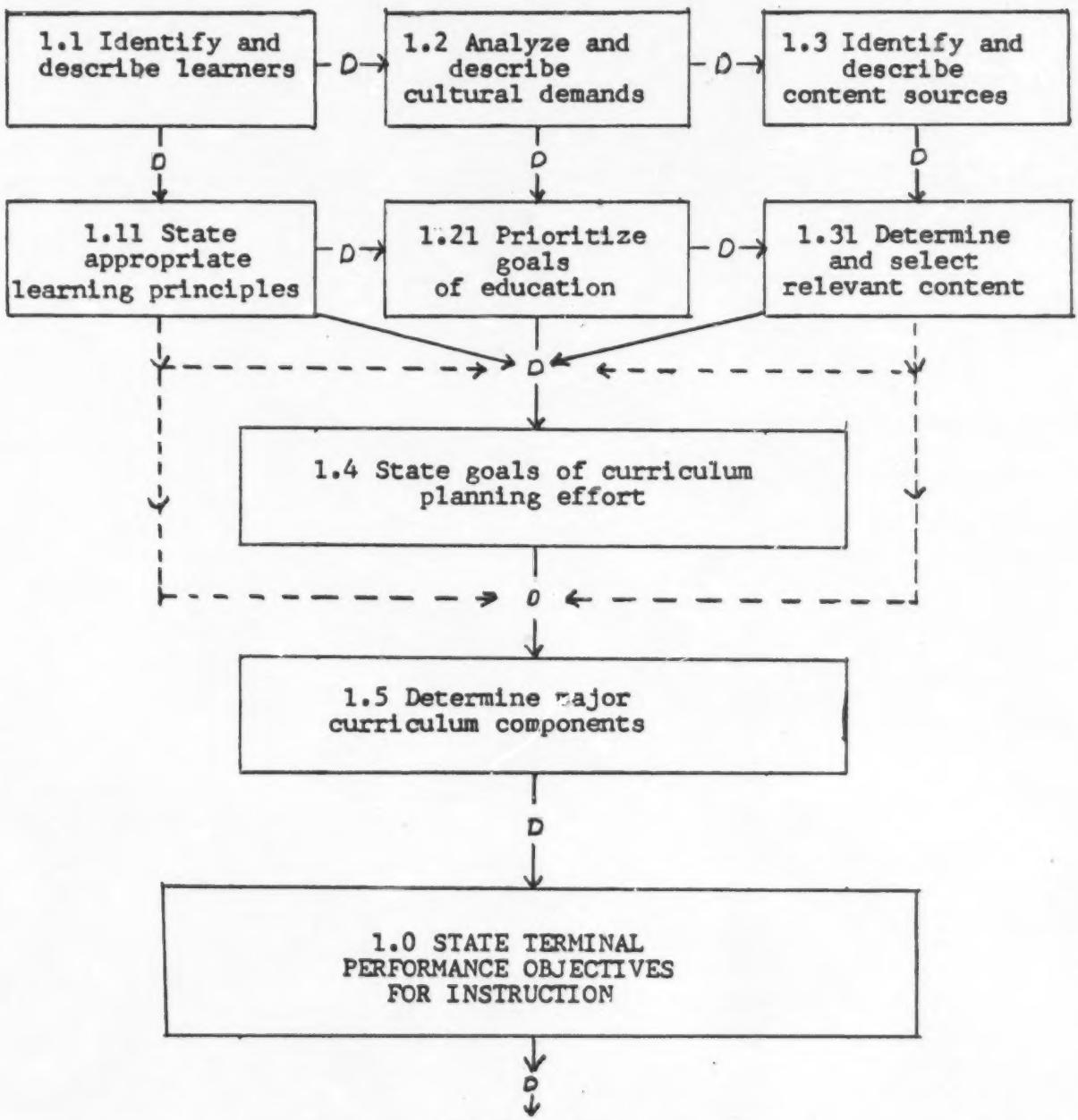
Nierenberg, G. & Calero, H. How to Read a Person Like a Book, Simon & Schuster, 1973.

Roecks, Alan L. Walkabout, an education program preparing young adults for the future. Paper presented to the AERA, April, 1977.

Schwartz, D. J. The Magic of Thinking Big, Wilshire Book Co., 1970.

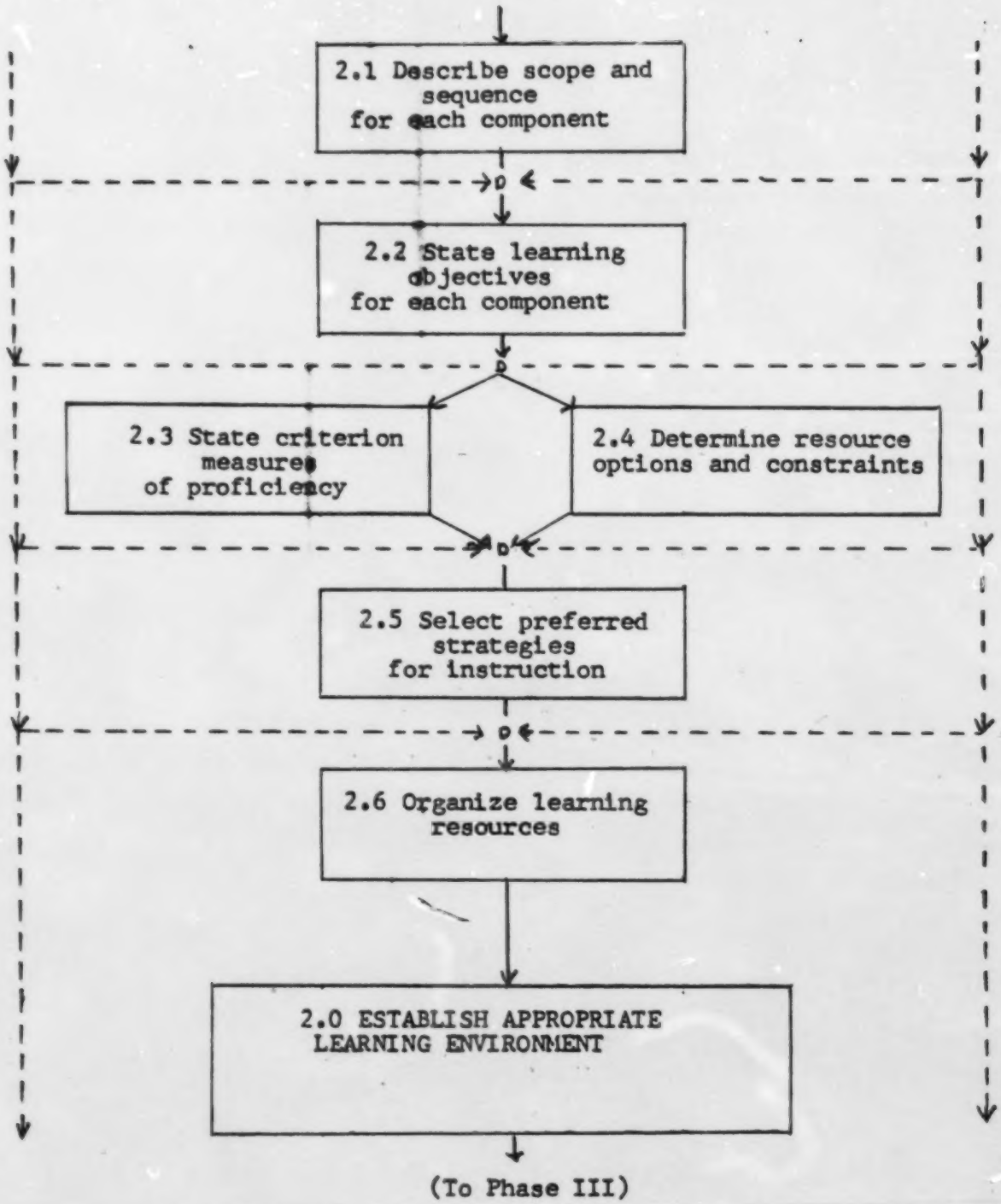
PHASE I

WHAT SHOULD BE LEARNED?


1.1 Identify and describe learners
1.2 Analyze and describe cultural demands
1.3 Identify and describe content sources
1.11 State appropriate learning principles
1.21 Prioritize goals of education
1.31 Determine and select relevant content
1.4 State goals of curriculum planning effort
1.5 Determine major curriculum components
1.0 STATE TERMINAL PERFORMANCE OBJECTIVES FOR INSTRUCTION
(To Phase II)

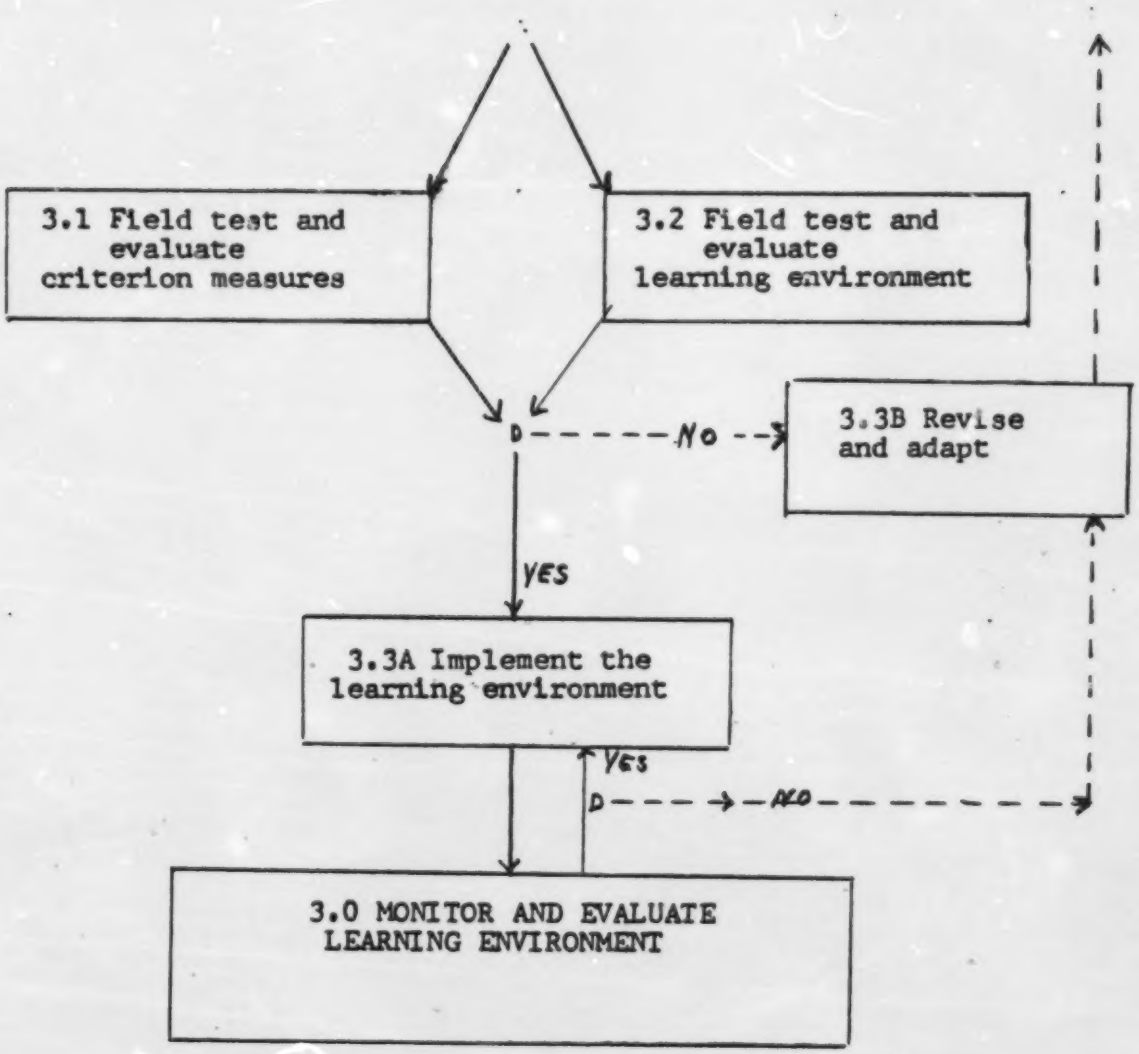
PHASE II

HOW SHALL IT BE TAUGHT


2.1 Describe scope and sequence for each component
2.2 State learning objectives for each component
2.3 State criterion measures of proficiency
2.4 Determine resource options and constraints
2.5 Select preferred strategies for instruction
2.6 Organize learning resources
2.0 ESTABLISH APPROPRIATE LEARNING ENVIRONMENT
(To Phase III)

PHASE III

HAS LEARNING BEEN ACHIEVED?



FIRST QUARTER OUTLINE AND SCOPE

(12 WEEKS)

FUNDAMENTALS OF LEADERSHIP

The purpose of this block of instruction is to provide the student with a basic reference for the study of individual and group behavior and the principles and techniques of applied leadership. Actually, it is a period of attitude development. If titles are important, this block could be called "Adventures in Attitudes." Leadership is intangible, hard to measure, and difficult to describe. However, by understanding and applying the material presented in this block, the student will understand what motivates others, and will develop a personal framework for leadership.

A basic understanding of human behavior is a requirement to good leadership. The students must recognize that they cannot completely adopt the style, method, or attitude of another person and expect to be totally effective. The material presented in this sub-course is a condensation of information gathered from many sources and represents the latest thinking concerning the relationships between leaders and those who would be led.

The key to successful teaching of the topics listed in the outline below is through practical application of realistic situations with which the students are familiar. Also important is how the students are evaluated. The emphasis should be on developing individual assets and not on a grading system. If grades are necessary, large weight if not all should be placed on participation and contribution by the students.

Examples of topics to be presented are:

AUTHORITY AND LEADERSHIP

Understanding Terms
Use of Authority
Historical Perspective

THE INDIVIDUAL

Courage and the Individual
Traits and Principles
Professionalism and Ethics

HUMAN BEHAVIOR

Understanding People
Values and Attitudes
Motivation

BLOCKS TO LEADERSHIP

Emotional Immaturity
Apathy, Fear and Self-doubt
Stress

LEADERSHIP IN ORGANIZATIONS

Span of Control
Channel of Supervision
Motivation

CONTEMPORARY PROBLEMS

Drugs and Alcohol
Race Relations
Independence and Conformity

DECISION MAKING

Processes
Action Taking
Feedback or Evaluation

PUTTING IT TO WORK

Get the Action Habit
Use Goals
Think Like a Leader

SECOND QUARTER OUTLINE AND SCOPE

(12 WEEKS)

COMMUNICATIONS

The subject materials of the first quarter of this leadership course have directly or indirectly dealt with the notions of interactions. Concepts of the use of authority, attitude formation, and leadership as an influencing process are viable only through the medium of some form of communication. Certainly, without the ability to convey information and instructions to others clearly, the leader may as well operate in a vacuum, completely detached from his organization. A wise decision or a good plan is worthless unless it can be understood by the operators.

Communication is "an exchange of information" or "a technique for expressing ideas clearly." Leaders are surrounded by barriers to communications but the principal barrier is most often his own inability to get his message to the correct individual in the manner he intends.

This second quarter of the leadership study should examine all feasible forms of interpersonal communications. The focus will continue to be on the type, style, and language of the high school student. Many students taking this course may be members of school sponsored organizations. There should be an immediate or simultaneous use of the information received in this sub-course.

This is not intended to be a speech course although a considerable portion will include oral presentations, all of which will relate to leadership. Other forms of communications to be covered are writing, listening, reading, participation, feeling, sharing, and even silent communication.

Examples for this phase are:

Ordering and Presenting Ideas
Questions, a Key to Communication
Listening - The Master Key
The Role of Feeling
Blocks to Communication
Leadership in Meetings
Power in Participation
Committees and Panels
Rules of Order
Communication at Home
Written Communications and Reports
Evaluations of Subordinates
Counseling
Interviews

OTHER ACTIVITIES

Assignments may be made for student presentations covering:

1. Introducing speakers
2. Informative talks as Committee reports
3. Instructive and persuasive talks
4. Sales meeting talks - inspirational
5. Conducting meetings or conferences

Arrangements may be made to attend selected meetings of the Board of Realtors, Builder's Association, Chamber of Commerce, and City Council to observe proceedings and hear speakers. Guest speakers may be invited to visit the class when covering appropriate lessons.

THIRD QUARTER OUTLINE AND SCOPE

(12 WEEKS)

LEADERSHIP LABORATORY

The purpose of this block of instruction is to practice and measure leadership. After learning the fundamentals and hopefully understanding why and how people behave, after trying out various means of communicating, we are now ready to turn our students loose in leadership situations for better or for worse. Perhaps not that loose, but we do want the students to experience both the success and failure that result from their individual actions.

This will not be an easy block to teach but it should be fun. The key will be in the planning phase of the leadership situations. The class should be organized in temporary groups of five to eight students for most projects. For example, a class of 30 students might be placed in five groups of six unless the project to be accomplished requires more people. All groups should be working on similar type exercises so their efforts can be evaluated and critiqued on common ground. A regrouping should be made for the next project so that every one experiences leadership and follower situations with all members of the class.

Projects should be of as many types as might be experienced by high school students or new graduates. They will be either leader designated tasks or those in which no leader is appointed. In the latter, a leader will emerge either through election by the group or by the initiative of a member of the group. Projects will normally be initiated by written directives, memorandums, or notes giving sufficient instructions to permit action by the group. Whenever practicable real life projects should be planned, such as organization of pep rallies, school social functions, political campaigns, promotion for school plays, fund raising schemes, or assembly programs. Surveys, polls, and special projects are both worthwhile and provide leadership situations for the class.

Simulated situations are also necessary and desirable. These are more controlled and, therefore, easier to evaluate and critique. Some physical or small work job situations are also effective. For example, four simple work projects out of doors on campus can be arranged. Each should be different but capable of being completed in a 50 minute class period.

Examples of type situations which can be used are:

1. A pile of scrap lumber of various size and length should be placed out of the way or in a small clearing. Instructions to the group (or leader only if desired) are to neatly stack the lumber by size so that it will be off the ground when it rains. This is a simple situation but one that can be performed in any number of ways. The results should be judged on the basis of efficiency and effectiveness of the leader's actions with regard to his helpers.

2. Another situation could be a 55 gallon drum filled about 2/3 full of sand or dirt placed upright on the ground near a platform approximately 4 feet high. The platform may represent the bed of a truck. Instructions are to place the drum on the platform. A couple of 2x4 or 2x6 boards should be lying in the vicinity. The solution could be to improvise a ramp and roll the barrel up to the platform, or to empty the barrel and refill it after it is placed on the platform. Again, the leader and the group should be evaluated not only on the results but also on the smoothness and ease with which the project is accomplished.

LEADERSHIP EVALUATION

How can leadership be measured? Certainly, the results produced by the unit, team, or organization must be the major factor of the leader's effectiveness. But this is not all. How efficiently does the organization function? What is the morale of the employees? Does the team or unit have "esprit-de-corps?" These are classified as indicators of leadership. How the members of the organization view their unit, themselves, and their leader has much to do with the degree of success they, as a group, will experience. The following may be used as a guide.

First Quarter. Evaluate on the basis of participation and personal contributions to discussions. There is no right or wrong way in the learning process of the fundamentals.

Second Quarter. Students should be judged on the effectiveness of their practical work presentation in communications.

Third Quarter. It is in this phase that we will approach leadership evaluation in the manner individuals will be judged throughout their professional lives. This will be divided into two aspects. One, the teacher's evaluation viewed as the leader's supervisor would see the individual. This will be heavily weighed on the accomplishment of each assigned task, but influenced by other indicators of leadership and discussed above. Another supervisor evaluation can be made on a form similar to that used by firms in rating employees. This form should be introduced and explained during a class period of the Second Quarter.

The second aspect of leadership evaluation is from the view of their contemporaries or peers. This is often the most valid and honest evaluation of demonstrated leadership talents. It is simple to administer but should be introduced properly and the results maintained as confidential. One way is to have a roster of the class passed out and have students rank all other students, except themselves, in the order of leadership ability according to their opinion.